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of basal erosion; plants first gaining foothold on this bared area; plants that succeed each other until the area reaches its highest stage of plant development. What changes in growth conditions occur at each progressive stage? Observe the use made of these bluffs by animal life. (b) Deposition of sediment forming a mixed clay, sand, and gravel flood plain; plants gaining a foothold on this area; succeeding plants, until the area reaches its highest stage of plant development. Compare with plant development of bluff. What factors of growth most influence the plants of the flood-plain area? Are these alluvial deposits used as feeding grounds, nesting places, or resting places by animals? (c) Lagoon from a deserted stream bed or cut-off: Plants first entering this area; compare with plants along the flowing stream; succession of plants in the dying out of the lagoon. Probable way in which these new plants find their way into the area? Animal life common to the lagoons; compare with permanent stream life; with the spring life. In what respects do conditions for living differ? Do the animals show any corresponding variation in habit or structure? Consider influence of current; gravelly or muck bottom; stagnant water; enemies.

V. *Stream mouth and lower flood plain area.*—(Stream bed cut to lake level; current stagnant one-fourth mile inland; wide flood plain.) Plants in the stream not found in the upper areas; floating, or rooted on the stream bottom. Compare the plants found on this level flood plain with the plants of the level area at the ravine head. In what respects do growth conditions differ? Be on the alert for indications of animals; look for tracks in the soft banks along the stream; explore the thickets for birds. Are the conditions more favorable to animals here than in the upper valley?

REFERENCES.—Salisbury and Alden, *Geography of Chicago and Environs*; Cowels, *The Plant Societies of Chicago and Vicinity*; Jordan, *Animal Life*; Furneaux, *Life in Ponds and Streams*; Gaye, *The Great World Farm*.

GEOGRAPHY.

ZONIA BABER.

OUTLINE FOR ELEMENTARY SCHOOL.

MOTIVE is the power which moves us on to definite ends. When we examine the motives that lead our pupils to accomplish their daily school work, we find results which are too often not flattering to our educational aspirations. The desire to please the teacher or parent, to receive certain credits, or to move into the next grade is the usual incentive which leads the pupils through tasks which have no appeal for them as

reasonable or necessary in the social organization. The recitation of lessons which have been definitely assigned to all the pupils from the same text seems useless to the student when there is no audience to appreciate or benefit by the effort.

To give motive for the work in geography throughout the school, and to afford the stimulation of an appreciative audience, it is proposed to give, late in the school year, a world's fair. The pupils of each grade, with the advice of the teacher, will choose the country which they wish to represent, and all the work of the year will point toward the exposition.

It is apparent that the plan for such expression will make demands on the pupils for the closest study of the country they select. The homes, the dress, the industries, the products, and the topography of the country must be studied. If possible, the music and speech of the people represented will be shown. Maps, paintings, drawings, models in wood and clay, and written work will be necessary for the making of an intelligent exhibit. When any exhibit is ready, the formal opening may be made at the time of morning exercises, at which all the school assembles.

It is rightly urged that true appreciation of the industrial movements of the world is obtained only by the engaging in similar industrial activities. And appreciation of one's physical environment is reached through contact with surrounding forms and forces. The school aims to help the child to grow into intelligent sympathy with his social, industrial, and physical environment. But even this is not enough. The yearly pilgrimages to Switzerland, Norway, the Himalayas—in fact, to mountains and seashores all over the globe—are attempts to satisfy a recently developed taste into humanity—the delight in landscape. The school, then, must help the child to an appreciation of the æsthetic in nature—a service which may be rendered through study of this region in the beauty of the varying seasons, and through photographs and projected pictures of the world's landscapes. In short, all scenery has become our scenery; the earth has become our individual farm; the seas our special highways and fishing grounds; all manufactures our

private concern; all peoples our kinsmen. Since the entire earth contributes to our well-being, we wish to extend the pupils' horizon to its circumference.

The world's geography, though complex in detail, may be reduced to very simple geographic controls. The land may be considered as hills, mountains, valleys, and plains; water areas, as lakes, rivers, and seas; the vegetation, as forests, prairies, and deserts; climate, as warm, temperate, and cold; the resulting industries, as farming, mining, fishing, lumbering, manufacturing, building, and commerce. Some aspect of each of these subjects may appeal to every grade, but the manner of approach in each will differ. Throughout the grades, during the autumn and spring, when the weather permits out-of-door study, excursions will be made to typical geographic regions: as to the ravine-cut bluff along Lake Michigan north of Chicago, where wave, stream, and glacier work finds expression; to Stony Island, where limestone in place is exposed, showing glacial striae; to Dune Park, where wind work is strikingly displayed; to the Desplaines river, where a wide river valley and the canal are shown; to a farm, in both autumn and spring, to see the respective activities; to a swamp, to study undrained conditions; to Lincoln Park, for wild animals; the Chicago River, for a study of a harbor and a commercial highway, with its various kinds of bridges and bordering industries; to the drainage canal and the Illinois and Michigan canal, as types of open ditches and lock canals; to the Field Columbian Museum, rich in illustrative material, for various subjects. During the colder weather trips to the different factories can be made: as to the Pullman car works, the reaper and twine-binding manufactory, flour mills, etc. These trips furnish illustrative material for all subjects of study. (See outlines for science, history, and art.)

Stereopticon pictures, photographs, models, costumes, and products of various kinds from different countries will be used in all the grades. The laboratory, in which the physiographic processes of river action, the work of waves, currents, and wind, can be produced, will be used to illuminate the work. Maps, charts, globes, and books will also be constantly employed.

FIRST GRADE.

During the year the first grade will make such acquaintance with their environment as appeals to them. Lake Michigan, with its life and movement, is an attractive center. Considered as a highway, with its various kinds of boats; means of protecting life, with lighthouses and life-saving station; piers, cribs; the beaches; dunes; it affords abundant nutritive material. Of this lakeshore, with its accompaniments, the pupils will make a model.

In connection with their study of tropical foods the tropical vegetation in the conservatory will be studied. A swamp, a farm, and the Chicago River will be visited and considered.

SECOND GRADE.

During the autumn and spring the garden, the farm, and the local geography will claim principal attention.

In connection with the study of pastoral life in history, as represented by the Arabs and certain tribes of Persians, and in the literature (as, for instance, the story of Joseph), the study of deserts, semi-deserts, pasture lands, and some of the aspects of the Nile river and valley, will be necessitated. Certain aspects of Persian pastoral life may be dramatized, such as the tent-life and the weaving of rugs.

With the study of the hunter stage of human development the Eskimo, with his polar habitat, will be considered. This embraces the summer and winter appearance of Greenland, with its hills, mountains, glaciers, vegetation, and animal life; and the sea, with its ice-floes, icebergs, and life, as a hunting ground. The forest as a hunting ground, in a temperate and tropical climate, will also be considered.

Modes of transportation in this region and in countries previously studied will be compared: on Lake Michigan and the Chicago River by boats; on land by horses, various kinds of street cars, and railroads; in Greenland, by boats and by sleds harnessed to dogs; in Arabia, by horses and camels. In this connection the pupils will make such vehicles as they desire.

At the beginning of spring the pupils, in order to get an idea of different climates and different kinds of agriculture from their own, will plant cotton seed and sugar cane in the schoolroom. By correspondence with friends in southern Texas they will receive specimens of the cotton plant at different stages of development. And letters from southern states will show warm weather much earlier than here.

THIRD GRADE.

The third grade will study the geographic forms of mountains, plains, valleys, rivers, lakes, and seas in the different climates with differing vegetation, forests, prairies, deserts, through the study of animals and their habitat.

Lincoln Park furnishes live wild animals, while the Field Columbian

Museum has many stuffed specimens. The farm and Stock Yard pens will furnish our domestic animals. In studying the animals of the sea, for instance, the pupils will obtain as complete a picture as possible of the ocean, with its storms, icebergs, and ice-floes in the north, and the tropic life of coral, etc., in the equatorial region, with its rugged coast, or low sandy shores, with its fishing and whaling boats.

In the study of animals which live in forests, on the plains, in the mountains, or deserts, the habitat will necessarily be rather fully considered.

(The outline for the remaining grades will appear next month.)

HISTORY.

E M I L Y J. R I C E.

LOCAL HISTORY.

ALL children strive to solve the problems that grow out of their daily living. The environment is the strongest factor in their education, and, instead of ignoring this factor, the school should supplement it and, by so doing, assist and regulate it. By means of what the child learns in school he may be helped toward a correct interpretation of the life outside the school.

The children of the primary grades should study society chiefly from the standpoint of its present condition rather than in its historic aspect. It is beyond them to appreciate the growth of social occupations and institutions. As they grow older they may be led, not only to see present conditions, but also to comprehend the evolution of the different functions of civic life. Whenever it is possible for them to take an active part in the improvement of any condition, they should have an opportunity to do so.

The following is a plan for the study of the immediate environment of our own school, the city of Chicago. It is intended to aid the students of pedagogy in their preparation for teaching history in the elementary school.

The relation of this plan to the course of study in history may be seen by reference to the article on the "Outline of History for the Elementary School," COURSE OF STUDY, Vol. II, No. 2, p. 110.